

Stage 2 Learning Plan - Week 4

Mrs Spagnardi: suzanne.spagnardi@det.nsw.edu.au
Mrs Hannan: jenna.cross@det.nsw.edu.au

Miss Ta: jeannette.ta2@det.nsw.edu.au

Mrs Silk: kari.mcleavy@det.nsw.edu.au
Mrs Leabres: ivy.leabres@det.nsw.edu.au

Mr Maxwell: jonathon.maxwell1@det.nsw.edu.au

Attendance: Connect to your class ZOOM at 9:30am every day.
Remember to press 'join with computer audio' when entering. You can then press 'start video' once in.

3/4S <https://nsweducation.zoom.us/j/62797787080?pwd=SDNQd0dHalcxVCtUSFBhdDivU3gxdz09>
Meeting ID 627 9778 7080 Passcode 923310
Mrs Bellach's groups will meet with her on Wednesday's between 10-10.30 straight after the class zoom.


3/4T <https://nsweducation.zoom.us/j/65681570904?pwd=Q2ZiOXNCVVJraG5YclZKVTA0MDNKQT09>
Meeting ID: 656 8157 0904 Passcode: 209820

3/4KL <https://nsweducation.zoom.us/j/61731005287?pwd=MWRfZzFyYU1ESzdFMi9McVFnl1E1UT09>
Meeting ID: 617 3100 5287 Passcode: 591623

3/4M: <https://nsweducation.zoom.us/j/2501892020?pwd=V2RYRyt3Q3FKUUZKcUJFaURacVplZz09>
Meeting ID: 250 189 2020 Passcode: stage2

Every day

Sharing work with your teacher:

 Every day, 1 activity will be highlighted with this colour. You **need** to share your work for that activity on Google Classroom (or email it to your teacher).

Your teacher will provide you with feedback.

Reading/Reading Eggs:

Read a book for 30 minutes and/or log into Reading Eggspress and complete some activities.

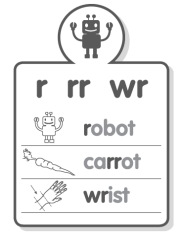
Mathletics/Prodigy:

Complete 30 minutes of Mathletics or Prodigy.

Soundwaves:

Go to www.soundwaveskids.com.au and complete Unit 21 activities including segmenting.

Year 3: **foot988** Year 4: **club486**



Online Links:

Reading Eggs: www.readingeggs.com.au

Mathletics: <https://www.mathletics.com/us/>

Storybox: <https://storyboxlibrary.com.au/> (Username: mpps2648 / Password: mpps2648)

Epic!: <https://www.getepic.com/sign-in> 3/4KL: yes2506 3/4S: dxx1391 3/4M: aag1139 3/4T: bhk6361

MONDAY

SOUNDWAVES

- List as many objects in your house and garden that contain the phoneme this week (p, pp).
- Write the past tense verb for the following words: * keep sleep leap hope stop drink run spring hope catch
- The prefix **Pre = before** and the prefix **up = upwards**. Write the meaning for the following words:
a) Predate b) prefix c) prepay d) premix e) upgrade f) uphill g) upright h) upstairs
- Log into Soundwaves and complete Unit 20 activities including segmenting.

ENGLISH - Character Description

Describe this character: What is its name?

Age?
What is it ?
Hobbies?
What does it look like?
Personality?
How does it act?
What is its family like?



Character Description Word Mat

Face	Hair	Body	Voice	Clothes	Movement
adorable	narrow	coarse	angular	clean	blundering
attractive	odd	curly	athletic	damaged	edging
beautiful	pale	dark	broad	fashionable	hobbling
blotchy	plump	fine	bulky	flowing	limping
blushing	round	floppy	burly	ill-fitting	looming
cheerful	rosy	frizzy	frail	echoing	modern
cruel	sallow	ginger	lithe	flat	neat
cute	scrunched	golden	muscular	gruff	old-fashioned
freckled	slim	greasy	narrow	hushed	pristine
gloomy	striking	luscious	plump	inaudible	spotless
gorgeous	stunning	messy	slender	loud	stylish
jaunty	sullen	neat	slight	quiet	tidy
kind	sunburnt	shiny	slim	quivering	torn
long	sunken	tangled	stout	raspy	untidy
loving	unusual	thick	wide	shrill	unkempt
miserable	wicked	wild	willowgy	wheezy	vintage
morose	wrinkled	wispy	wiry	whispering	worn
					trudging

[Click on this link to find some words to describe personality](#)

FITNESS BREAK - Skipping

Online: Watch the video and follow along: <https://vimeo.com/416919136>
Read this [PDF](#) for more instructions

Offline:

Move around for 30 minutes. Practice skipping with or without a rope.

MATHS (Chance)

WALT: Identify the chance of events occurring by using the terms 'impossible', 'certain', 'equally likely', 'likely' and 'unlikely'.

WILF: Events that have an impossible, unlikely, equally likely, likely or certain outcome.

Chance is the likelihood that something will occur. The outcome is a possible result from an experiment.

Draw and fill in a table like the one below for the likelihood of events happening. The first row has been done for you as an example.

Impossible (will never happen)	Unlikely (could happen, and probably won't, but there's a chance that it could happen)	Equally Likely (have an equal chance of happening)	Likely (could happen, and probably will, but there's a chance it might not happen)	Certain (definitely will happen)
It will rain rainbow cats and dogs for a whole week.	There will be snowfall in Mount Pritchard tomorrow.	When I toss a 50c coin, it will land on heads.	Stage 2 will have a Zoom meeting at 9:30 on Monday.	The sun will rise tomorrow.

BONUS VIDEOS you can watch: <https://www.youtube.com/watch?v=7XuNVV98g> and <https://www.youtube.com/watch?v=1neg5RigPOU>.

PDH

WALT: Identify the difference between mean, rude and bully and What is bullying?

WILF: Able to demonstrate an understanding between each word.

Activity: Define and compare the difference between the words - **MEAN, RUDE** and **BULLY**. [Mean, Rude, Bully](#)

If you can't open the link, just write the *meaning* of, an *example* of, and the *difference between* each of these words in your workbook.

(OPTIONAL) When you're finished, watch and listen to the following short story [Stand up against bullying - The Bully and the Shrimp](#) and answer the following questions (on the bottom of Mean,Rude,Bully worksheet).

TUESDAY

SOUNDWAVES

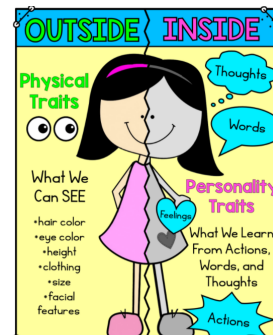
- List as many words as you can that contain the phoneme **r,rr,wr**.
- Write the **antonyms (opposite in meaning)** for the following words. Choose from these words. (*hurry front rich free right arrive cried*)
a) Wrong b) back c) poor d) laughed e) caged f) leave g) slow
- The prefix **RE = back or again**. Write the words for the following meanings (the words must have the prefix re...)
a) Write again ___ b) try again ___ c) build again ___ d) paint again ___
- Log into Soundwaves and complete Unit 20 activities including segmenting.

ENGLISH Character Labeling Activity

We get to know a character by what's on the **outside- physical traits** (what we can see). We also get to know them by what's on the **inside- personality traits** (thoughts, words, actions, feelings).

Draw a picture of a character (real or imaginary).

Label your picture, describing them on the outside (eg- long, dark black hair, small, round face) and the inside (eg- shy, "I don't fit in.", Walks with her head looking at the ground). You can do this on paper, a google slide or as a google doc.



FITNESS BREAK - Hopping

Online: Watch the video and follow along: <https://vimeo.com/422738708>
Read this [PDF](#) for more instructions

Offline:

Move around for 30 minutes. Practice hopping on one foot at a time.








MATHS (Chance)

WALT: Make predictions on the number of combinations that can be made.

WILF: I can predict and record all possible combinations in a chance situation.

Task: Miss Ta has just opened up a sushi restaurant in Mount Pritchard. Her first customer asks for a Surprise Roll, which is made up of seaweed, one type of rice and one topping. How many Surprise Rolls can Miss Ta make? Write or draw all the possible combinations. One has been done for you as an example.

Extension: Open your fridge and see what ingredients you have. How many food combinations can you make? Write or draw them.

Rice Type	 Sushi rice	 brown rice	 purple rice	
Toppings	 teriyaki chicken	 tuna mayonnaise	 avocado	 tamagoyaki (Japanese omelette)

If this topic interests you, here's a book on ice cream combinations: <https://www.youtube.com/watch?v=AijT-TANJQM>

SCIENCE (Living Things)

WALT: Identify the characteristics of living versus non living things.

WILF: I can identify the characteristics of a living thing.

Living things grow and change, they need energy (e.g. humans eat food, plants need sunlight), they reproduce (e.g. dogs have puppies), they respond to their environment (e.g. trees lose their leaves in winter).

Activity: Look for living things around your home, yard, or when you go out for a walk. Make a list of living things and write how they grow and change, what they use for energy, how they reproduce, and how they respond to their environment. Add a diagram of your living things and label their features.

Question: Are rocks living things? Why? Why not?

Bonus Youtube Videos: [It's Alive! Biology for Kids](#) / [Living and Non-living Things | Science for KIDS!](#)

WEDNESDAY

ENGLISH - TASK 1 (Making Connections)

Learners make personal connections from the text with something in their own life (*text to self*), with another text (*text to text*) and with something happening in the world (*text to world*).

Read a book of your choice.

Draw and fill in your own table like the one below in your workbook or on a google doc. You could use a book from EPIC! or Storybox.

Text to Self	Text to Text	Text to World
This story reminds me of when I	This character has the same problem that I read/saw/heard in another text.	This reminds me of what is happening or happened.....

ENGLISH - Character Description- Noun Groups

Using your labelled character from yesterday, you need to write a character description. This should be one or two paragraphs in length.

Make sure you include noun groups.

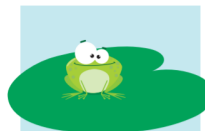
Noun Groups

Noun Groups make your writing more descriptive →

Eg: Sarah has short, blonde hair and eyes the colour of the ocean. She is the tallest person in Year 3 with her long, lanky legs and her thin, frail arms. Sarah is also the most shy person in Year 3. She protects her eyes with her long, bushy fringe, hoping no one will notice her. Her head races with thoughts as she enters the classroom- 'look at her weird, drab clothes', 'look at her ugly, shaggy hair'. If only she could have stayed in bed with the comfort of her favourite blanket.

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.



There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

MATHS (Chance)

WALT: Use a tally to graph the results of a chance experiment.

WILF: I can accurately tally recordings from a chance experiment.

Task: Find a silver or gold coin. Flip the coin and see what it lands on - heads or tails. Draw your own table like the one below and place a tally mark under the heading it belongs to (for example, if you flip a head, put 1 tally mark under the 'head' column. Repeat this 30 times and tally each outcome.

Questions: How often do you pull out a red or blue circle? What do you predict will happen if you did it another 15 times? What are the chances of flipping a head or a tail (impossible, unlikely, equally likely, likely, certain) and why?

Heads	Tails

GEOGRAPHY

This map shows places in the world that have the same climates as places in Australia.

What countries have climates like these places?

Darwin _____ Brisbane _____

Canberra _____ Sydney _____

Melbourne _____ Adelaide _____

Perth _____ Hobart _____

Extension: Find out the climate types of other places in the world.



ENGLISH - TASK 1 (Predicting)

A prediction is an educated guess about something that will come later in the text.

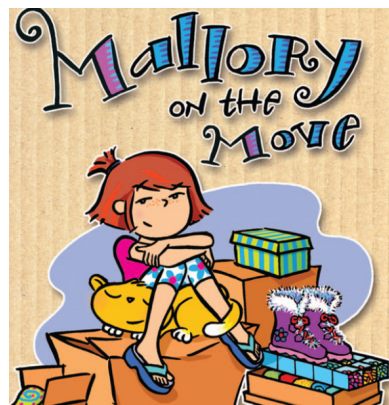
Log into Epic! and look up 'Mallory on the Move' (don't read it yet!), OR look at the book cover here. Look at the book cover and title and predict what the story will be about.

How do you know? What clues are there?

Write at least 4 sentences explaining your prediction.

After you have predicted the story, you may like to read it on EPIC! [Mallory on the Move](#)

Epic Class Codes: 3/4KL: yes2506 3/4S: dxx1391 3/4M: aag1139 3/4T: bhk6361



ENGLISH - Character Description- Editing

Today, you are going to edit your writing from yesterday. Read over your writing and ask yourself the following questions:

- Does my writing make sense when I read it out loud?
- Have I used fullstops to indicate the end of a sentence & does my paragraph contain several sentences?
- Have I included capital letters at the beginning of each sentence and for all proper nouns?
- Have I included a number of noun groups/ adjectives to make my writing descriptive?
- Did I describe both inside & outside features of my character- See Tuesday's lesson as a reminder?

FITNESS BREAK - Bouncing 1

Online: Watch the video and follow along: <https://vimeo.com/419469726>

Read this [PDF](#) for more instructions

Offline:

Move around for 30 minutes. Practice bouncing a ball with one or both hands.

MATHS (Chance)

WALT: I can accurately tally recordings from a chance experiment.

I can explain the results using chance vocabulary (impossible, unlikely, equally likely, likely, certain).

WILF: I can repeat a chance experiment times and discuss why the results vary.

Task: Repeat the same heads or tails chance experiment as yesterday and tally the results using a new table. Have a look at the outcome and see if they're the same or different.

Question: Are the results the same each time? Why/Why not? What would increase the chance of the results being the same?

GEOGRAPHY How does the climate affect what you eat or do? Give examples for each city

	Queensland (hot)	Melbourne (cold)
How does the climate affect what you eat?		
How does the climate affect what leisure activity you do?		
How does the climate affect what clothes you wear?		

FRIDAY

ENGLISH - TASK 1 (Visualising)

Create a vivid image in your mind based on the passage.

Draw the image to match the text.

Answer the following questions.

- What do you **hear**?
- What do you **smell**?
- How do you **feel**?

I stood at the bottom of an impossibly tall staircase. It sparkled and shone, golden in the bright sunlight, as it curled up and up into the clouds. There was no way to know what might be up there, the clouds thick and fluffy, blocking the view of the top. I took a deep breath and stepped onto the first stair.

ENGLISH Reading Eggspress

Log onto Reading Eggspress for 30 minutes.



FITNESS BREAK - Bouncing 2

Online: Watch the video and follow along: <https://vimeo.com/442952092>
Read this [PDF](#) for more instructions

Offline:

Move around for 30 minutes. Practice bouncing and dribbling a ball.

MATHS (Chance)

WALT: I can accurately tally recordings from a chance experiment.

I can explain the results using chance vocabulary (impossible, unlikely, equally likely, likely, certain).

WILF: I can repeat a chance experiment times and discuss why the results vary.

Task: Design your own chance experiment using objects around your house. Record the results for yourself. See if you get the same or different results each time! Here are some things around the house you might like to use: cards, pencils, marbles or lollies.

ART

Recreate the following dragonfly using pencils, crayons or paints.

Get an adult to give you feedback and then draw it again and try to improve it.

